**Unit 3**

**RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text**, using language that pertains to time, sequence, and cause/effect.

**RL.3.1: Ask and answer such questions to demonstrate understanding of a text,** referring explicitly to the text as the basis for the answers. Define and apply words such as “creative” and “inventive” to describe artists, musicians, and inventors in the early twentieth century.

**SL3.1:** Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others’ ideas and expressing their own clearly.

**SL.3.1(a):** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**W.3.2:** Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly. Ask and answer questions about a fiction book related to being an artist. Read biographies of artists, musicians, and inventors. Take simple research notes while reading those biographies. Design and create five slides for a Power Point presentation on an inventor.

Write an opinion piece based on the three key words in this unit: creative, inventive, and notable.

**L3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Record themselves reading a poem. Create an accompanying illustration that captures the poem’s meaning and display on a class web page.

**L.3.1(h):** Use **coordinating and subordinating conjunctions**. Learn about conjunctions and use them to create simple, compound, and complex sentences related to ­­­­ Work with base words to create new words by adding prefixes and suffixes.

**L.3.1(i):** Produce **simple, compound, and complex sentences**.

Unit 4:

**RL.2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Read informational books about the African-American journey to freedom.

**RI.2.9: Compare and contrast the most important points** presented by **two texts on the same topic.**

**W.2.1: Write opinion pieces** in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., **because, and also**) to connect opinion and reasons, and provide a **concluding statement** or section.

Compare two texts (a biography and an autobiography) on the life of Ruby Bridges.

Write an opinion piece, citing evidence for the opinion.

Note links between historical events, including parallel connections and sequential connections.

**W.2.3: Write narratives in** which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Write a narrative as if he or she is Henry in *Henry’s Freedom Box.*

Select the correct verb form, particularly of irregular verbs, to show past tense in narrative writing.

Analyze narrative poetry to understand its elements, meaning, and the use of formal and informal English.

**W.2.6:** With guidance from adults, use a variety of **digital tools to produce and publish writing,** including in collaboration with peers.

Express an opinion by creating and displaying a Power Point slide

Record the opinion piece being read aloud to use for a class presentation or on-line web page.